

Washington County Public Schools
Curriculum Pacing Guide
Grade 5 Reading & Writing

1 st nine weeks		2 nd nine weeks	
Daily/Ongoing: 5.1a-f		Daily/Ongoing: Continue to review & expand skills from previous 9 weeks & add:	
Communication/Oral Language	SOL#	Communication/Oral Language	SOL#
<input type="checkbox"/> Participate and contribute to discussions across content areas <input type="checkbox"/> Organize information to present and report of group activities <input type="checkbox"/> Summarize information gathered from group activities <input type="checkbox"/> Communicate new ideas to others <input type="checkbox"/> Demonstrate the ability to collaborate with diverse teams <input type="checkbox"/> Demonstrate the ability to work independently	5.1a 5.1b 5.1c 5.1d 5.1e 5.1f	<input type="checkbox"/> Maintain eye contact with listeners to enhance oral presentations <input type="checkbox"/> Use gestures to support, accentuate, and dramatize verbal message. <input type="checkbox"/> Use facial expressions to support dramatize oral expressions <input type="checkbox"/> Use posture appropriate for communication setting <input type="checkbox"/> Determine appropriate content for audience <input type="checkbox"/> Organize content sequentially around major ideas. <input type="checkbox"/> Summarize main points as they relate to main idea or supporting details <input type="checkbox"/> Incorporate visual media to support presentations <input type="checkbox"/> Use language and style appropriate to the audience, topic, and purpose	5.2a 5.2b 5.2c 5.2d 5.2e 5.2f 5.2g 5.2h 5.2i
Reading – Word Analysis	SOL#	Reading – Word Analysis	SOL#
<input type="checkbox"/> Use context to clarify meaning of unfamiliar word and phrases <input type="checkbox"/> Use context and sentence structure to determine meanings and differentiate between multiple-meaning words <input type="checkbox"/> Use knowledge of roots, affixes, synonyms, antonyms, and homophones <input type="checkbox"/> Identify an author's use of figurative language <input type="checkbox"/> Use dictionary, glossary, thesaurus, and other word reference materials <input type="checkbox"/> Develop vocabulary by listening to and reading a variety of texts <input type="checkbox"/> Study word meanings across content areas	5.4a 5.4b 5.4c 5.4d 5.4e 5.4f 5.4g	<input type="checkbox"/> Identify the author's use of figurative language <input type="checkbox"/> Review and reinforce all skills	5.4d 5.4 ALL
Reading – Comprehension	SOL#	Reading – Comprehension	SOL#
<input type="checkbox"/> Describe the relationship between texts and previously read materials <input type="checkbox"/> Describe character development <input type="checkbox"/> Describe the development of plot and explain the resolution of conflict(s). <input type="checkbox"/> Describe how an author's choice of vocabulary contributes to the author's style. <input type="checkbox"/> Identify and ask questions that clarify various points of view <input type="checkbox"/> Read with fluency, and accuracy Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital <input type="checkbox"/> Use prior knowledge and build additional background knowledge as context for new learning.	5.5a 5.5b 5.5c 5.5e 5.5f 5.5m/ 5.6m 5.6a 5.6b	<input type="checkbox"/> Draw conclusions and make inferences from texts <input type="checkbox"/> Locate information to support opinions, predictions, and conclusions <input type="checkbox"/> Identify cause and effect relationships (following transition words signaling the pattern). <input type="checkbox"/> Make, confirm, and revise predictions <input type="checkbox"/> Identify structural patterns found in nonfiction <input type="checkbox"/> Differentiate between fact and opinion	5.5i 5.6g 5.5j / 5.6h 5.5k 5.6f 5.6i

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<input type="checkbox"/> Identify main idea <input type="checkbox"/> Summarize supporting details from text. <input type="checkbox"/> Identify new information gained from reading <input type="checkbox"/> Use reading strategies throughout the reading process to monitor comprehension	5.5g/5.6d 5.5h/5.6e 5.6k 5.5l / 5.6l		
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1 st nine weeks		2 nd nine weeks Continue to review & expand skills from previous 9 weeks & add:	
Writing (Grade 3-5 SOL Covered)	SOL#	Writing	SOL#
<input type="checkbox"/> Write for a variety of purposes using a variety of prewriting strategies and organize writing to convey a central idea and utilize elements of style including word choice and sentence variation; write a clear topic sentence focusing on the main idea, write a paragraph on the same topic, include details that elaborate the main idea <input type="checkbox"/> Identify the intended audience <input type="checkbox"/> Use adjective and adverb comparisons, use commas to indicate interrupters, use a hyphen to divide words at the end of a sentence, edit for fragments and run-on sentences	5.7 a, ,b, c, d, e, g, i 5.7 a 5.8b, f, , h	The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. A) Use plural possessives. b) Use adjective and adverb comparisons. c) Identify and use interjections. d) Use apostrophes in contractions and possessives. e) Use quotation marks with dialogue. f) Use commas to indicate interrupters. g) Use a hyphen to divide words at the end of a line. h) Edit for fragments and run-on sentences. i) Eliminate double negatives. j) Use correct spelling of commonly used words. k) Identify and use conjunctions.	5.8 a-k
Research	SOL#	Research	SOL#
<input type="checkbox"/> Organize information presented on charts, maps and graphs.	5.9d	<input type="checkbox"/> Construct questions about a topic <input type="checkbox"/> Collect information from multiple resources including online, print, and media <input type="checkbox"/> Use technology as a tool to research, organize, evaluate, and communicate information <input type="checkbox"/> Develop notes that include important concepts, summaries, and identification of information sources <input type="checkbox"/> Give credit to sources used in research <input type="checkbox"/> Define the meaning and consequences of plagiarism	5.9a 5.9b 5.9c 5.9e 5.9f 5.9g

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3 rd nine weeks		4 th nine weeks	
Daily/Ongoing: Continue to review & expand skills from previous 9 weeks & add:		Daily/Ongoing: Continue to review & expand skills from previous 9 weeks	
Communication/Oral Language	SOL#	Communication/Oral Language	SOL#
<input type="checkbox"/> Differentiate between auditory, visual, and written media messages <input type="checkbox"/> Identify the characteristics and effectiveness of a variety of media messages. <input type="checkbox"/> Review and reinforce all skills	5.3a 5.3b	<input type="checkbox"/> Review and reinforce all skills	ALL
Reading – Word Analysis	SOL#	Reading – Word Analysis	SOL#
<input type="checkbox"/> Review and reinforce all skills	5.4	<input type="checkbox"/> Review and reinforce all skills	ALL
Reading – Comprehension	SOL#	Reading – Comprehension	SOL#
<input type="checkbox"/> Summarize supporting details from text <input type="checkbox"/> Skim materials to develop a general overview of content and to locate specific information. <input type="checkbox"/> Identify, compare, and contrast relationships <input type="checkbox"/> Describe the characteristics of free verse, rhymed, and patterned poetry. <input type="checkbox"/> Review and reinforce all skills	5.5h / 5.6e 5.6c 5.6j 5.5d	<input type="checkbox"/> Review and reinforce all skills	ALL
Writing	SOL#	Writing	SOL#
<input type="checkbox"/> Review and reinforce all skills	ALL		